DOCUMENT RESUME

ED 145 203 08 CE 013 035

TITLE	Second Year Evaluation of Career Education Project.
INSTITUTION	Meriden Public Schools, Conn.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 75
GRANT	OEG-0-73-2970
NOTE	80p.
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Advisory Committees; Articulation (Program); *Career Awareness; *Career Education; *Career Exploration; Community Support; Counselor Role; Demonstration Projects; Elementary Secondary Education; Field Experience Programs; Financial Support; Inservice Teacher Education; Junior High Schools; Occupational Clusters; *Program Effectiveness; Program Evaluation; School Districts

ABSTRACT

A two-year career education exemplary project conducted in the middle schools and grade nine in Meridian, Connecticut, was evaluated. Objectives of the program had included providing hands-on experience in various job clusters to the students, expanding the work of guidance counselors in career education, providing teacher inservice training, and expanding the program upward to grades 10-12 and downward to the elementary schools. An evaluator conferred with counselors, administrators, principals, teachers and others, and made a three-day on-site visit of the schools, administrative offices, and audio visual installations involved. Findings revealed that the project was viewed as very successful and that it received strong community support, but due to stringent economic cutbacks in the school system, career education was not included in the 1975-76 school budget. In response to the severely trimmed budget, recommendations were made regarding establishment of a career education steering committee composed of guidance counselors to carry on as much as possible the work already begun, appointment of a special study committee conversant with vocational needs of the city to determine necessary steps to make the two high schools fully comprehensive, and investigation of further possibilities for federal and state funding. (BL)

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ED145203

SECOND YEAR

EVALUATION

of

CAREER EDUCATION PROJECT

MERIDEN PUBLIC SCHOOLS

MERIDEN, CONNECTICUT

June 2, 3, 4, 1975

EVALUATION CONDUCTED BY JOSEPH T. NERDEN
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Research and Development Project
in Career Education

Grant No. OEG-0-73-2970

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MERIDEN, CONNECTICUT

II PROCEDURES IN EVALUATING CAREER EDUCATION PROGRAM

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I FOREWORD

I. FOREWORD

The Career Education Project approved by the Connecticut State Department of Education and conducted under funds made available through Part C of the Vocational Education Act of 1968 enabled the city of Meriden to conduct a Career Exemplary Project in the public schools with emphasis upon the middle schools and grade 9. The project was initiated in mid-1973, with appropriate workshops for the teachers and with efforts made to prepare specialized curriculum materials. The concept of Career Education had been one of many years duration in the Meriden public schools, and the provision of approximately $96,000 for a project to infuse in the standard curriculums the career education segments dealing with awareness, orientation, and hands-on experiences in the middle grades and in grade 9 provided the Meriden public schools with an excellent opportunity to energize and carry forward at increased speed the concepts that had long been held. Largely as a project sponsored and conceptualized by the guidance personnel in the Meriden public school system, the project got under way with speed during the 1973-74 school year. Great progress was made, and the program was evaluated during May 1974 at the end of its first year of operation. At that time, it was noted that almost every one of the middle grades and ninth grade teachers were involved in infusing career education activities with regular ongoing classroom instruction, and also with the instruction provided in the school laboratories and industrial arts shops.

The advisory council for the Career Education Project in Meriden learned early that the excitement and the importance of career education would become evident to grades below the middle schools and also in the high schools. Hence, in answer to requests for mandated services on the one hand, and with efforts made to broaden the entire infusing part of the career education project in the high schools and with career awareness in the elementary schools, great efforts were made to involve teachers, principals and counselors in the Career Education Project. This part of the work was deemed a real success, and was so noted in the evaluation report of May 1974. It is worthy of note that much of the career education foundation was laid in Meriden during its many years of intensive and intelligent approach to broad guidance programs in the public schools. The matter of hands-on experiences had been built into the two public high schools approximately fifteen years earlier, and the opportunities afforded by all young people to participate in elements of orientation, hands-on experiences and actual participation in occupations was in both the former junior high schools (now middle schools) and the high schools. Undoubtedly, because of this kind of background, Meriden was late in making application for federal grants-in-aid from Part C--Vocational Education Act of 1968. With the large sums of money made available generally on three-year grant bases, Meriden was hampered by receiving only a one-year grant of approximately $96,000. By contrast, other communities in the country were reported as having received three-year grants

with appropriations approximating somewhat in the vicinity of a million dollars. However, with limited funds and with slightly more than a year to operate, career education was established during a busy period of time to include not only the middle grades and ninth grade objectives described in the proposal and in the approved project, but also extended into the elementary schools and in the high schools. Reports concerning the quantity and quality of all parts of the career education were contained in the evaluation report for the first year.

With much work left to do, and with objectives still to be achieved, the Meriden School Board applied to the federal government through the Connecticut State Department of Education for permission to continue the project beyond the termination date of November 30, 1974, and to extend the termination date to June 30, 1975. Knowing full well that no additional funds would be permitted, the request was made in order that approximately $25,000 of unexpended project money could be used to finance an additional seven months of operation. By way of further financing the project, slightly more than $9,000 was made available through the State Vocational Education Department under the provisions of PA101 Allocation 1974-75. This is a state law which enables the State Department of Education to provide operating funds for salaries, materials, supplies and ongoing expenses in connection with vocational programs as described in the State Plan for Vocational Education of the state. Together, the two sums of money totaled slightly

more than $35,000 and represented the amount of money that would be used to continue the program for seven months and to achieve the objectives planned for.

The objectives were carefully stated in the letter of request to the State Department of Education and included:

a. "Providing hands-on experiences in various clusters at the middle grades and high school levels."

b. "To undertake the expansion of work patterns of the guidance counselors in career education in connection with the middle grades schools."

c. "To provide additional in-service training in the career education concept for the faculty at large."

d. "To further emphasize the infusion technique in the middle grades and continue it on into the elementary schools."

e. "To expand the existing program upward to grades 10-12 and downward into the elementary schools."

The request for the extension was granted and the program continued uninterrupted. At the time of reevaluation in June 1975, plans were being made to terminate direct supervision by the project staff and to conclude the project under the provisions of the extended proposal.

II. PROCEDURES IN EVALUATING CAREER EDUCATION PROGRAM

Shortly after the approved proposal for the extension of the Career Education Project was received by the Board of Education for the Meriden Public Schools, conferences were held with Dr. Joseph T. Nerden of North Carolina State University in Raleigh (Head of the team that produced the evaluation report in May 1974), with regard to a final evaluation to be conducted during the Spring of 1975. Because of an extremely limited budget situation, it was agreed that (1) only Dr. Nerden would visit Meriden, confer with counselors, administrators, principals, teachers and others; and (2) during the three-day on-site visit observe the successes and limitations of the Career Education Project, collect data and (3) upon return to North Carolina assemble the information into a final evaluation report. This procedure was followed and during the three days of June 2, 3, and 4, visits were made to the high schools, the middle schools, the administration offices in the City Hall, the supervisory office in the extension building, the cable television installation, the audio-visual education center, and a respresentative elementary school engaged in the early stages of career education. Throughout the procedure, observations were made by the evaluator, questions were raised, and remarks and comments elicited from all who had information to provide. Reports of a variety of nature were examined, particularly those dealing with the expenditure of funds, the purchase of materials, the costs involved in supervision and other miscellaneous factors. Since the operating budget for the period of time that was covered

by the extension of the project was only $35,000 approximately, the salaries of the individuals directly connected with the project absorbed a major proportion of the sum, with the bulk of the balance committed to expenses in connection with the summer program, in-service education activities, audio-visual materials, student transportation, and other related expenses.

The data was collected, reviewed and put into report form, as agreed to in the discussions held in the Board of Education Offices during the Fall of 1974. Also, on the basis of the study and the analyses of the data, the evaluator produced conclusions and recommendations for further consideration. These appear in the report, after having been discussed during conferences with the responsible Career Education personnel in the Meriden public schools. These persons included the individuals in the Office of the Superintendent of Public Schools, the Superintendent himself, the Director of local, state and federal projects, the Career Education Director, and others. As agreed also, the report was produced largely in narrative style and format, accompanied by suggested procedures, activities and modifications of the project that identified further possibilities for the extension of the Career Education Project in the Meriden schools.

The final document reporting the evaluation of the Career Education Project was delivered to the Meriden office of the project by the contractually stipulated date.

III FINDINGS AND OBSERVATIONS

A. The Administration of the Program

B. Career Education in the Middle Schools and Grade 9

C. Career Education in the Elementary Schools

D. Career Education in the High Schools

E. Coordination with H. C. Wilcox Regional Vocational-Technical School

F. Other Facets of Career Education

Cable Television

Advisory Committees

III. FINDINGS AND OBSERVATIONS

A. The Administration of the Program

With the termination of the Career Education Project in the Meriden public schools scheduled for June 30, 1975, it was clearly apparent that the comments, observations and other information available from administrators have to be tapped at the earliest possible moment. The concern for career education, as recorded in the evaluation of May 1974, clearly showed a high level of approbation evidenced by administrators, and hence the reactions of these individuals to the termination of a project was considered to be a matter of immediate concern. Conferences were held with members of the administrative staff beginning with the Superintendent of Schools, and extending through membership of his corps of coordinators, and on through the Career Education Coordinator and the school principals. Without exception, all were highly commendatory with regard to the results achieved in the Career Education Project with a very limited appropriation. They expressed admiration for the commitment of teachers and coordinators, and the unusually fine assistance provided by guidance counselors in all matters related to the Career Education Project. Those who were in contact with the local regional vocational-technical school expressed great admiration for the quality of that program, and particularly for the steps that had been taken and were planned for the future to accommodate many of the public school

people in the high school level vocational training program. The coordination that existed between the Meriden public schools by virtue of its Vocational Education Director and the Wilcox Regional Vocational-Technical School was pointed to as one of the high points in establishing relationships at a satsifactory level.

Administrators of the public school system for Meriden appeared convinced that the Career Education Project had not only achieved the results planned for in the original proposal, but had exceeded this set of objectives by a considerable amount. They indicated that even with the termination of the project in June 1975, many of the excellent results that had been achieved would remain in the public schools and be carried on, through the enthusiasm of the teachers and the direction provided by the corps of coordinators. Also, from the standpoint of support for career education and its continuance on into the future, the central staff and the administrators of the middle schools and the high schools appeared to be quite confident that the career education concepts would persist through teacher efforts and understandings.

Following is a brief enumeration of major findings in connection with the administration of the project.

1. The Board of Education in Meriden is quite unlikely to continue the financial support of the Career Education Program, largely because of a serious cut in its

overall school budget. The cuts have taken out many worthwhile educational aspects in the Meriden public schools, but were cuts in the budget that were deemed necessary by the Board of Finance for the City. It was explained that a budget for the public schools that indicated urgent needs for slightly less than $13.5 million was critically reviewed by the Board of Education which trimmed $1.6 million out of the proposed budget. This $11,800,000 Board of Education budget was further cut by approximately $100,000 by the Board of Finance, all of which meant that many necessary services currently supplied to Meriden public school children would have to be curtailed. With the grant for career education coming to an end at the close of the school year in June 1975, the Board of Education decided not to finance any further activities in that area, but to expect that the results achieved in the brief period of the project would persist on into the future. It was explained that at a later date, when funds were more readily available, some consideration would again be given to further promotion and development of career education in the schools. As an example of the seriousness of the situation, it was pointed out that 44 professional people in the public schools were in danger of losing their positions, while others in supervisory positions were to be assigned to teaching, guidance, or other

activities. Included in this personnel change was to be the reduction in the career counseling staff in the middle schools. At the present time, each of the three middle schools has a Career Education Counselor and these three positions were to be eliminated in the final stages of the administration plan for living within a seriously trimmed budget.

2. A reorganization of the central administrative staff had occurred during recent months, and the administration of all matters in the public schools had been concentrated in the corps of five coordinators. Clustered around the Superintendent of Schools, and operating with delegated responsibilities, the corps of coordinators was to be charged with the conduct of all aspects of education in the Meriden public schools extending from the elementary schools through the high schools and with responsibilities in connection with all suplementary services. Hence, with the termination of the Career Education Project in June 1975, such career education as existed in the future would be under the supervision or delegated responsibilities of an individual responsible to the appropriate coordinator. To facilitate such a move, plans were under way to transfer the supervision of the Career Education Project and subsequent career education activities to the Director of Vocational Education for the Meriden Public Schools.

3. It was pointed out that there were no funds in the 1975-76 budget for the continuation of the career education activities in the public schools. Some hope was expressed that a request for $8,600 would make some funds available, through the provisions of the Connecticut State Occupational Training Act. The coordinator of state and federal projects reported that the request in appropriate form had already been submitted to the Connecticut State Department of Education, Division of Vocational Education requesting the funds in accordance with the formula under which grants of this nature are made. The basis for the grant is upon the number of vocational graduates from the high schools, it was explained. With steps already having been taken to establish a pre-vocational program in the late afternoon at the high schools to include hands-on experiences in a number of occupations, it was presumed that the grant would be made available to the Meriden public schools for the continuation of the activity. This activity of a pre-vocational nature was viewed as a functioning part within the provisions of the Vocational Education Act of 1968, and as enacted through the Connecticut State Occupational Training Act, made funds available to cities and towns for programs that met the provisions of the acts. It was further pointed out that $9,450 of the Career Education Coordinator's salary was paid from such a

grant during the 1974-75 school year. This grant, under the provisions of the Connecticut State Occupational Training Act and popularly referred to as PA101, enabled the Career Education Project to expend federal Career Education Project funds on needed supplies and materials, while using the vocational funds made available under PA101 for extending the objectives of Career Education into the high schools.

4. One of the points that was sincerely lamented by administration was the projected elimination of a counselor from each of the middle schools. For the past two years, each of the middle schools has had a third counselor who devoted time entirely to career education. The placement of the counselor in the middle schools achieved the objectives stated in the original proposal for the Career Education Project, and the administration appeared to be fully aware of the beneficial results of such an arrangement. However, it was pointed out that in a serious budgetary situation, these three counselors would have to be returned to other activities, and possibly eliminated from the overall corps of approximately 23 guidance counselors in the public schools. Administrators reported that it was clearly evident that there would continue to be need for help and guidance even after June 30, 1975, particularly with respect to career education objectives.

However, they felt strongly that that which had been achieved in career education of a laudatory nature would persist long after.

5. Administrators reported that to their knowledge much effort had been made during the past two years to disparage any ideas about career education being a fad or frill in the public education system. From what they had had reported to them, and from what they had observed themselves, they believe that the Career Education Program had been very successful and had contributed much to the forward movement of all education in Meriden. The acceptability of career education, particularly in the middle schools and the ninth grade, and more recently in the elementary schools and the high schools, had pointed the Career Education Project out to be one of significance and value to all youth in the schools. However, with a serious economic situation facing the Board of Education, and with a reduction in operating funds to contend with, the administrators reluctantly were forced to take those steps which presaged the reduction of career education activity in the public schools. They recognized that there were some elements of defeatism expressed by teachers, career education coordinators and guidance counselors, but hoped that what had been achieved in the past would persist in in the future. They expressed much confidence that

career education, since it appealed to the teachers by virtue of its meaningfulness would persist in the public schools. Also, administrators recognized that school principals, some parents, the employers and other had already evidenced much interest in career education and the need for inculcating the broad concepts of career education in all facets of the Meriden public school education program. Hence, it was felt that the gains that had been made would persist well into the future, and hopefully to that point in time when additional funds and the accompanying personnel could again be made available to the promotion and further development of career education in Meriden.

6. Since public information and public approbation in connection with career education were recognized from the beginning as coincidental with the objectives of the project, and critically needed at all times in connection with all aspects of career education, questions were raised with the administrators about the extent of the public information activity. From exhibits provided and from newspaper clippings, bulletins and conferences with individuals drawn directly from the general public, it was clear that the program of public information and public involvement in the community had been a success. A number of very fine newspaper descriptions accompanied by photographs of students engaged in career education activities were made

available for examination. These photographs illustrated field trips, discussions with craftsmen in the field, Career Day activities, and presentations made at the schools by members of the community including those drawn from the fields of graphic arts, aircraft repair, the Chamber of Commerce, the National Guard, and a host of others. It was clearly evident that good public acceptance in the community was being evidenced by the materials, comments and evaluations provided by administration and individuals drawn from the community.

7. Administrators felt that the extension of the Career Education Project in the high schools, other than the pre-vocational "hands-on" activities in connection with the industrial arts shops and laboratories, would be much more time-consuming and a longer time in its development than any of the other phases of the Career Education Program. Among the causes of such a phenomenon were those concerning the reluctance of high school teachers to accept the principle of infusion in connection with their subject matter areas. Since high school programs are for the most part scheduled on a period basis, and with limited time to develop appropriate curriculum materials, but more specifically with the pressures from the community to direct the students into institutions of higher learning, some reluctance has been expressed by high school teachers

with regard to anything that tends to detract from the prime purpose of the institution, that of preparation of the graduates for further education. However, administrators felt strongly that this position of high school teachers as expressed in a number of instances would tend to dissipate over the years, and a more broadly based career education activity would then be possible in the upper grades. Still further, comment was made concerning the rotating schedule of periods under which the high schools operated. Such an arrangement was not deemed conducive to the organization and conduct of career education activities, and this also was viewed as one of the factors which contributed to the slowness with which the high school was accepting and putting into practice the activities of the Career Education Project.

8. With regard to the establishment of the corps of coordinators, it was clear that the persisting elements of career education would have to receive supervision from more than one of the areas assigned to the coordinators. For example, coordinators have been assigned in the fields of elementary education, secondary education, state and federal projects, pupil personnel, and administrative services. Since career education activities such as will be conducted in the Meriden public schools in the future will have segments of the activity touching upon various levels in the

public schools, supervision may come from several different individuals. As noted earlier, with the reduction in funds, some thought has been given to transferring the direct supervision of career education activities to the Director of Vocational Education for the Meriden public schools. This may provide a solution to the problem, but it was recognized in administrative circles, and subsequently in teacher circles, as having the potential for generating a whole cadre of new problems.

9. In preparation for the transfer of supervisory responsibilities of the career education activities in Meriden to the Director of Vocational Education, a job description was prepared which indicated the extent to which both career education and vocational education would be carried on by a single individual. Discussions centering upon the position description revealed that only in a very difficult economic situation such as is faced in Meriden at the present time would such an arrangement be countenanced. The job description was clearly for a job which could not be put into full operation in actual practice by one individual, since the described duties are far too many, and will require far too much time and effort on the part of any one individual. Also revealed in discussions, was the fact that the job description was not a product of cooperative decision-making, but rather was one prepared

by administrators for the purpose explained above. It was reported that the individual upon whom the responsibilities will devolve to supervise both career education and vocational education had little if any part in the identification of duties and responsibilities. From this standpoint alone, it was stated that there is some disagreement concerning whether or not an effective job of supervising two major activities can be brought about through such an administrative decision as indicated above.

10. Some hope was expressed that a proposal now under consideration by the Connecticut State Department of Education will receive favorable action. The proposal, prepared by the Coordinator of Special Projects in the administrative corps of coordinators, proposes that a Career Education Specialist be employed with $10,000 made available from state funds for the first year. However, the proposal has several points on which discussion has ensued. In its second year of operation, the state would supply only $7,500, with amounts declining from thereon until the point was reached where the community would carry on the activity on its own. In a very difficult budgetary situation with which the city is faced at the present time, it was expressed that there is little hope or expectation that even with support at the $10,000 level that the city would accept the responsibility of making up the

difference in the coordinator's salary out of city funds. Hence, even though the proposal submitted by the city of Meriden to the state of Connecticut would be approved, the possibility of joint support of the Career Education Specialist's position provided by state and city would be highly questionable.

11. The organization of ACES (Area of Cooperative Educational Services) exists with 14 towns in the region joined in a consortium to provide services of an educational nature to constituent members. Meriden is not a member of the consortium of 14 towns, but has been permitted to buy services from ACES, if necessary. Initial discussions held with ACES by the coordinators and by the Director of the Career Education Program revealed that for one day each week a Career Education Consultant can be provided to the public schools in Meriden, for the sum of approximately $1,800. This matter is under discussion, but again the serious budgetary limitations almost preclude that such an expenditure will be approved. Other alternate methods of meeting the needs for continuing career education in the public schools are under discussion, even while the possibility of a one day per week Career Education Specialist from ACES is still a possibility.

12. Administrative emphasis which stressed in-service workshops for teachers and counselors at the inauguration of the Career Education Project was maintained throughout.

During the second year of operation, a number of workshops were provided during the school year and also during the summer vacation. The three workshops that were most impressive from the standpoints of attendance and outputs in materials were:

a. The workshop for elementary school counselors and teachers that resulted in several excellent publications of resource materials.

b. The workshop for the middle school guidance group which developed a systematic activity approach to Career Guidance at the middle school level. The purpose was to build on the positive accomplishments of middle school guidance programs of the 1973-74 school year. The major benefit of the new activities was to provide articulation between schools and provide objective criteria by which the programs in all three middle schools could be evaluated.

c. The third workshop involved teachers representing most of the disciplines taught in Meriden. These teachers developed a number of individual lesson plans in each area of study. The purpose of these plans was to infuse career education into the existing curricula. The teachers agreed not only to include these activities in their own classroom, but to serve as a team of demonstrators to help other teachers become interested in infusing

career education into their programs. Particularly in the high schools, the workshop had special significance.

13. The future of career education in Meriden, it was explained, may have to come about through alternate methods of support, supervision and coordination. One of these methods that is under consideration is the possibility that the further supervision and development of career education should be left to the corps of counselors in the public schools. With the quasi-supervision of the career education activities divided amongst the counselors in the high schools, middle schools and elementary schools, some hope was expressed that career education gains achieved over the past several years may be held and some additional gains made. Splitting up the supervision of the career education activities among the counselors in the city and providing a minimum amount of time to each of them for supervisory activities would be one of the ways that could profitably be explored, in order to hold on to the positive values already demonstrated by the Career Education Project. Heading such an activity among the counselors should be the matter of direction provided by a single individual among the counselors, and that individual that was mentioned most frequently was the present Director of the Career Education Project.

B. Career Education in the Middle Schools and Grade 9

1. The middle schools and the ninth grade of the Career Education Program was the major part of the original proposal for the exemplary Career Education Project in Meriden. Thus, with the greatest effort in the middle schools primarily, the reactions of the teachers, counselors, principals, and administrators were sampled. The report that was submitted in connection with the evaluation of the Career Education Project in May 1974 pointed out the ready acceptability of career education in the middle schools and ninth grades, and also the promise which the career education conceptualization held in the minds of teachers and administrators and counselors in the schools. Principals and counselors were especially enthusiastic about the achievements of the career education programs and indicated that the teachers are in full cooperation in connection with all career education activities. With very few exceptions, teachers work closely with the counselors and an excellent esprit de corps has been built up in the middle schools. A few of the middle grades teachers tend to adhere rigidly to subject matter teaching, but even they have been observed to be affected by the career education concepts and were slowly being brought into the orbit of career education infusion with subject matter. Overall, it was the feeling expressed in the three middle schools that the concepts of

career education have been widely accepted and the applications that have been provided on the volition, inventiveness and creativeness of teachers has resulted in some very fine and inspired teaching. For example, many excellent field trips have been provided, and special activities with local employers have been used to assist the students to infuse the ideas about careers with the regular academic learnings. Further, speakers, and student visits on an individual basis to occupations in the area, have been provided and have received the very highest level of student approbation in the doing. Cooperation from individuals in the city, employers, parents and others, has been at a high level and bodes good for the future of career education in the city. However, it was pointed out that the middle schools have a third counselor in the counseling staff and the responsibility of this individual is largely in the field of career coordination. With the counselor about to leave the middle school and be reassigned, some decrease in career education emphasis will obviously be noted. In one of the middle schools it was pointed out that with over 1,000 students projected for the 1975-76 school year, there is little likelihood that (with one counselor less on the staff) appropriate emphasis will be or could be placed upon career education activities.

2. The relationships between students and counselors was remarkably improved because of the career education activities, it was reported in all three middle schools. Counselors said that they "got to know all of the students very well," where earlier the general aspects of counseling did not bring them into close enough contact with the students. With careers as the prime mover, the counselors believed that they had made real progress in working with the students, getting to know their wishes, and opening up new channels for discussions with regard to future careers and future aspirations. They reported that students responded very well and that through them excellent rapport and support had been achieved with parents, particularly those that had had little contact with the school in the past. With the rapidly growing Spanish-speaking and Black elements in the Meriden public school service area, the feeling was that many of the parents whose interests for their children resided in careers of a craft and technician level could be realized. As an indication of having reached more students, and through the students having reached the parents, counselors pointed out that student use of the Dictionary of Occupational Titles (DOT) and the request that DOT be taken home by students for consultation with parents, had occurred far more during the 1974-75 school year than at any other time. Counselors

reported that the concern of young people for careers and the consultation with their parents (using DOT) indicated that concern for careers was at a much higher level than ever before, and that this was one of the attributes of the Career Education Program.

3. Counselors were especially commendatory with regard to the teachers in the middle schools and ninth grades. They pointed out, "We have some of the very best teachers and certainly teachers who are devoted to serving students through career education activities," and "Many teachers are making changes in their regular academic syllabi and outlines by introducing career education information with these documents." The counselors pointed out that the strength of the career education movement was in the ready acceptance of career education activities by teachers and the facilitating of these activities through regular on-going classroom, laboratory and shop procedures. Counselors further pointed out that they had seen many incidences of syllabi and outline modification to accommodate the information of a career nature for infusing purposes. As a further example of teacher creativeness with career education activities, one counselor explained that the IRS (Independent Research Service) materials were being used by teachers, since these materials tend to slant the instructional materials toward gifted children. As part of the

recognition that individuals should be carried along at rates comparable to their mental capabilities, the IRS materials were providing teachers and counselors with basic materials that are being studied and will be the subject for further discussion during the coming year. Efforts to provide career information to slow learners, average students and the gifted, will be part of the considerations for the coming year, also.

4. Both teachers and counselors were strong in support of each other in connection with the Career Education Program. Counselors stated that the teachers were a "marvelous staff" and teachers were strongly in support of the help received from the counselors in connection with their career education needs in the classrooms, laboratories and shops. It was pointed out by administrators that the cohesiveness of the guidance personnel and the teachers in the schools will guarantee the continuance of the Career Education Program for the future.
5. All who were consulted and queried in the middle schools and ninth grades pointed out that in their opinions career education will persist in the future, even though the aid and personal assistance provided by federal funds directed to Meriden through the Connecticut State Department of Education will come to an abrupt halt at the end of June 1975. It was

observed by all that the counselors had found in career education a viable device for providing good career counseling with students, at the same time that teachers had found in career education the device for exciting students to learn and retain basic concepts of an academic nature. Since career education had a value in both counseling and teaching, the jointure of counseling and teaching activities had produced a level of coordination that heretofore had not been seen in public education. Also, administrators, counselors and teachers believed that the results of the Career Education Program in the Meriden public schools had in many ways effected a decline in the dropout rate and a decline in the early-leavers from the public schools, at the same time that there were evidences of heightened interest in education. Termination of federal and state support of the Career Education Program in Meriden was not viewed with approval. It was stated that the teaching and guidance concepts, and aspects of career education, would undoubtedly persist in the judgments of all who were queried, but the help needed on materials and the assistance on methodology will certainly suffer with the supervisory elements being withdrawn. Further, it is expected that with the large numbers of students scheduled for the middle schools who will have to be serviced by one fewer counselors, the counselors will

have to tend to those matters which are of immediate concern to the 500 (approximately) students they are responsible for meeting with throughout the year. Career education activities will be provided wherever time and energy permit, but the likelihood that any further extension of the gains that have been met and reached during the past two years will be considerably slowed. Overall, reactions were extremely favorable from teachers, counselors and administrators with the observation made that career education was a high point during the 1974-75 school year and should assure a high level of persistence of the best aspects of career education in the middle schools and ninth grades.

C. Career Education in the Elementary Schools

The Career Education Project was originally planned and subsequently funded to emphasize the career education aspects on an exemplary basis in the middle schools and the ninth grade. It became clear to the administration in the Meriden public schools, to the advisory committee for the Career Education Project, and to the Director of the Career Education activities that the support and understanding that could be (and should be) a part of all elementary school education with regard to career awareness, orientation and information could play vital roles in the successes in the middle schools, and certainly with the young people and faculty in the high schools.

Hence, toward the middle stages of the Career Education Project, efforts were made to inaugurate activities in the elementary schools. Largely because of the organization of elementary school education, the successes that were achieved were clearly phenomenal. Teachers throughout the city seized upon the excellent opportunities provided through career education curriculum infusing to make the instruction going on in the elementary schools much more meaningful than ever before to the students. With materials provided by the Meriden public school authorities, and with assistance provided by the Career Education Director and his advisory committee, many of the elementary school teachers were helped to make full use of the wisdom and the experiences that had developed in the project during its term. To make certain that the career education activities in the elementary schools would have adequate assistance on a professional level, a steering committee of some six teachers was organized and was joined by counselors in the elementary schools, in order that both the informational and professional expertise of counseling be effectively joined with the pedagogy of the teacher. Following are some of the enumerated comments and reactions obtained by talking with teachers, principals, counselors and others in the public school system with regard to aspects of career education in the elementary schools.

1. Regardless of the effects of a severely trimmed education budget in the public schools, all of the

advantages that have already accrued to the elementary schools by virtue of its involvement in the Career Education Project will persist. This was the unanimous opinion of teachers, principals, counselors and others, and the insistence that much of the value of the career education would reside in the schools because of its usefulness and meaningfulness to both teachers and students was shown as a major characteristic. It was expressed over and over again that teachers who were the key to the career education activities actually liked the possibilities provided for them through the Career Education Project. Materials, professional help, enthusiasm displayed by students, help provided by parents, and active community support for all of the activities undertaken during the school year tended to stimulate the teachers in their work; further it induced them to take the career education procedures and make them firm and lasting segments of their ongoing professional responsibilities. Teachers said on many occasions that "The career education activities in the elementary schools actually enhance the program of academic (Three R's) subjects that are carried on as a regular day-to-day activity."

2. While materials and professional services provided by the supervision and administration of the public schools was of much value to the elementary schools

in their conduct of career education, it was pointed out that of most value was the professional advice. Elementary school teachers had had long experience in working with students cooperatively to develop good instructional materials within the classrooms. However, knowledge about materials that had been produced by commercial agencies, printed materials available through the career education office that had been produced in other cities and towns, films and such similar materials, would continue to be needed by the elementary school teachers. The loss of direct supervision by a full-time Career Education Coordinator would be a serious matter to elementary school teachers, but they hoped that by communication with other elementary school teachers through the counselors and through the principals of the elementary schools, some forward motion could be maintained.

3. Elementary school personnel were queried concerning the extent to which the outside community had been brought into the school to provide career education information and assistance. The almost overwhelming reply to such a query raised with the teachers and counselors revealed that the support by parents and by the community at large had been one of the strong points about the emerging Career Education Program in the elementary schools. At no cost to the public school system, parents had volunteered their services,

field trips had been arranged, speakers had been brought into the elementary schools, and students had been enabled to talk with individuals who were fully knowledgeable about broad clusters of careers. The knowledge and the attitudes acquired by the students had been viewed by the teachers as having a highly commendatory effect upon the learning which the children exhibited in connection with their regular academic subject matter. Hence, teachers were strongly in support of the continuance of career education activities, if only to maintain excellent relationships that had been established with parents and the general community. By way of example concerning community influence on education, it was reported by one of the counselors in the elementary schools that because of the nature of the community which was largely working class, much of the career education information provided for the students had been carefully adapted to the community and its people. Efforts were made not to overly stress the professional careers, since it was clear that many of the young people in the elementary schools were entirely unfamiliar with, and were quite unlikely to move into, that area. On the other hand, far greater emphasis was placed upon the middle and lower levels of occupations into which many of the adult residents of the community were already employed. Thus, the community and the participation of the parents had its influence upon the school

with regard to employment categories, yet never shutting out consideration of all careers as a vital aspect of the total Career Education Project.

4. Another excellent example of elementary school participation in the Career Education Program was the record of activities of the elementary schools in administering to their own needs. As mentioned earlier, a team of six teachers and a counselor made up the steering committee and was particularly active throughout the year in promoting greater understanding of the Career Education Project, and in facilitating its best aspects. With the withdrawal of federal funding at the end of the fiscal year, this same steering committee will be continued in operation and will monitor a special three-school pilot operation in the elementary schools. Materials have already been provided by the steering committee as part of a workshop and development activity that they expressed need for and facilitated. The materials include two excellent binders of suggested career education activities carefully related to academic instruction in the primary and intermediate grades. These materials carefully designed and described, complete with references and special "tie-in notes" with the regularly accepted elementary school curriculum, will provide teachers with valuable hints and actual advice concerning the precise points

when certain career education activities could profitably take place. The plan is to put these materials into active use for the 1975-76 school year and to carefully watch their utilization and their further improvement throughout the school year. The steering committee will be the focal point of the activity, and through it the improvement in the elementary school program will be facilitated, it was planned. The materials were built around the 15 clusters of occupations as described in the official publications of the U. S. Office of Education, but an examination of the publications produced by the Meriden teachers indicated that there were numerous deviations in their publications which very obviously improved the possibilities for utilization in the Meriden elementary schools. Overall, the two publications scheduled for use in the 1975-76 school year represent a highly commendable type of activity which should form the base for further expanding the gains made in career education, and providing a strong foundation for the career education activities that continue on into the middle grades. The publications appeared to be excellent results for the very minimum few half-days of time given to six elementary teachers and a counselor to produce the publications. This did not represent any cost to the city of Meriden, other than the few half-days made available to the

teachers for the purpose of meeting and discussing the progress of the developmental project.

5. Field trips as a vital part of career education were described by members of the steering committee which met for discussions. When it was pointed out that á severely trimmed educational budget for the city of Meriden might make it impossible for field trips to continue at the current level, the steering committee immediately suggested that instead of the students visiting the community, that a second best arrangement could be effected by having members of the community visit the students in the school. The steering committee members indicated that to the extent that funds from the regular Meriden City Board of Education budget were to be made available to them for field trips, that the funds would be expended on those types of field trips which virtually demand that occupational operations and processes be viewed on-site. Thereafter, individuals from the community would be drawn into the school in increasing numbers, in order to effect several important aspects of career education, namely, contact with the community with regard to career information, and contact with the community from the standpoint of understanding and support of career education by the taxpayers in the Meriden area.

6. To further facilitate the ongoing positive aspects of career education in the face of a severely limited budget, the steering committee urged that steps be taken to make its activity official and to make certain that the forward thrust of the committee is not halted. Committee members recommended that the present six-teacher committee be expanded by having individuals from each of the elementary schools who are representatives of SCIC (School Curriculum Improvement Committee) made officially members of the Elementary School Career Education Steering Committee. Further, this entire committee should be recognized in some official manner, by having a chairman, either appointed or elected by the committee, and by having a regular administrative procedure for reporting its needs, successes and limitations to the corps of supervisors who are directly responsible to the Superintendent of Schools. Thus, it would be possible for the various elements for which the corps of coordinators are responsible to be represented in the activities of the overall Elementary School Steering Committee for Career Education.

7. The interest of the steering committee was further evidenced by the several members who expressed their collective judgment with regard to steps now under consideration by the city school administration to place career education under the supervision of the

Director of Vocational Education. These individuals pointed out that career education is part of the overall guidance program and should not be confused with actual job preparation, such as is carried on in vocational education. The jointure of career education and vocational education, they insisted, would be misinterpreted as being synonymous by the general public, and certainly by most teachers. If this were to happen, then the career education activities in the elementary schools would be misinterpreted to mean that young people in the elementary grades were being "trained for jobs." Thus, the steering committee members insisted that to the extent that it was possible to influence administrative judgments in the public school system, that steps be taken to have their activity dealing with the elementary schools officially recognized and responsible on a direct line basis to the corps of administrative coordinators.

8. With the financial assistance of the Board of Education, a Spring 1975 workshop for three elementary schools was planned and carried out. It provided teachers opportunities to prepare materials related to over 200 career activities coordinated with existing elementary curriculum. Approximately $2000 was provided for this purpose by the administration.

D. Career Education in the High Schools

The Career Education Project has made less spectacular advances in the high schools than in any of the other levels of education in Meriden. The reason for this, as explained by several of the administrators and counselors, centered around the compartmentalization of education, which is traditional in most high schools, and also the results of a rotating schedule of classes. While some advantages have been claimed for the rotating schedule, the matter was repeated in many instances as being difficult to cope with when field trips, work experience and other aspects of career education were being planned.

While the original intent of the Career Education Project was to emphasize the middle schools and the ninth grades, efforts were also made on an independent basis to extend the career education activities into the tenth, eleventh and twelfth grades of the high schools. However, because of the foregoing difficulties, less effective career education results were noted. Following are some of the findings:

1. Little if any infusing of career education is put into practice by the teachers of academic subjects in the two Meriden high schools. This was explained by some as being the results of heavy emphasis upon academic subjects, in order to make certain that graduates of the two high schools were acceptable and accepted into "good colleges." To some extent, the community

at large was pointed to as being responsible for the manner in which the high schools deemphasize career education. Being part of a traditional "Ivy League" region, students were at an early age pointed toward the "best colleges" and the high schools were held responsible for showing high levels of admittance to such colleges. Anything which took time on the part of high school teachers, or took time away from the counselor in the high school charged with meeting the needs of students who were to be directed into the "best schools," was looked upon with disfavor. Hence, while many of the high school teachers recognized the advantages of infusing career information into their regular classroom procedures, only a few were reported to be engaged in such activity.

2. The excellently equipped industrial arts facilities in both of the high schools were being pressed into service to meet the needs of students who were quite evidently not going to go on to a college or a university. Also, because of the very crowded situation which has existed for several years at the neighboring regional vocational-technical school, it was quite unlikely that these particular students would be acceptable at the Wilcox Technical School. Thus, in March of 1975, students who were thus categorized as non-college-bound youth, and selected on the basis of five specific criteria, were identified for participation

in a pre-vocational program to be conducted in the industrial arts facilities of the two high schools. The response to this type of program was exceedingly limited (13 students in one high school and only 10 students in the other). The intent of the program was to provide pre-vocational information, orientation and some hands-on experiences to "slow learners" for approximately four hours per week. On two afternoons of two hours each, the students received their instruction at the hands of the skilled industrial arts teachers, and were helped to be made reasonably competent in low skill level types of jobs, into which it was expected they would go after graduation from the high school. In effect, the pre-school vocational education program was actually a vocational preparatory program, preparing young students for the work force. This was pointed out to a number of the individuals connected with the pre-vocational education program, and the possibility that such a "vocational" program could be financed and supported by the State Division of Vocational Education was given some consideration.

3. At the high schools, the counselors reported considerable interest and enthusiasm evidenced by studnets in the matter of careers. It was pointed out that many of the students had asked to be involved in vocational education. Some in fact are involved in distributive education, the cooperative vocational education program

conducted over a long period of time on a successful level by the two high schools. Other students who are concerned with agriculture, and wish to engage in it as a livelihood in the future, are enabled to attend the Lyman High School in Wallingford, six miles away. However, the regional vocational agriculture center at the Lyman Hall High School is also severely limited by its facilities and can accept only a limited number of vocational agriculture students from Meriden. Hence, while many of the students wish to engage in vocational activities, less than adequate space and financial support for vocational education appeared to be clearly evident. Further, discussions with the administrators indicated that while the two high schools tended to believe that they are comprehensive in nature, and to offer many channels for upward movement by the students, the elements of comprehensiveness were not present. For example, those students what wished to move into the health and allied fields, or the fields of agriculture, trades and industries, technical occupations and other allied fields, did not have open to them the appropriate facilities and administrative organization which would enable them to engage in their chosen vocational education. This was regarded as a severe and serious limitation to the Meriden public school program; there was a very obvious lack of providing actual vocational

participation for students following successful completion of career education activities in the public schools. The matter, it was observed, will come to a critical head in the near future, when the pressure from the students and the parents in the community for vocational education opportunities for their sons and daughters become a matter of serious concern. With considerable enthusiasm already being displayed by students for entrance into a variety of vocational preparatory occupations, and with the vocational facilities at the regional agricultural center and the regional vocational-technical school already overcrowded, it became amply evident that the high schools must soon do something about administering to the vocational needs of their own students. To some extent, the industrial arts shops can continue to be used for pre-vocational experiences, and to some little extent, the equipment in the industrial arts shops can be used to continue in the work of preparing young people for low level jobs requiring little skill and limited technical information.

E. Coordination with the H. C. Wilcox Regional Vocational-Technical School

During the past several years, a high level of co-ordination has existed between the Meriden public schools and the state-operated H. C. Wilcox Regional Vocational-

Technical School in Meriden. The public schools, in assisting young people to select and investigate clusters of careers and to then move on to specialization in an occupation, has worked with the guidance personnel at the Wilcox Technical School for the purpose of facilitating the transition of young people from the public schools to the vocational training aspects of their career program. A visit was made to the Wilcox Technical School, and several of the administrators and guidance personnel at that institution were interviewed with regard to the manner in which the Career Education Project operating in the Meriden public schools was viewed, and was facilitated through activities jointly engaged in by the public school personnel and by Wilcox Technical School. Following are enumerated aspects of the conference that was held at the Wilcox Technical School and the reactions obtained to questions raised with the administration and counseling staff:

1. During the summer of 1974, over 200 young people were provided opportunities to engage in an exploratory program at Wilcox Technical School. They were routed through the departments of the institution, and enabled to obtain a modicum of hands-on experiences under skilled craftsmen leadership. Further, they were given opportunities to acquire information concerning the various occupations and the clusters of occupations within which the respective occupation was

to be found. Efforts have been made during the current school year to make certain that many more additional individual students will be admitted to the summer exploratory program at Wilcox Technical School in order to enable approximately 270 young people to be served in this manner. The administration and guidance personnel at Wilcox Tech expressed real satisfaction with the results of the past several summers, during which students engaged in exploratory experiences. Personnel at Wilcox Tech indicated their willingness to cooperate fully with the public school personnel in providing all of the services that the school could possibly manage, in accordance with space, personnel to be delegated responsibilities in the exploratory task, and equipment in the shops and laboratories.

2. Discussions also centered upon the actual number of young people that completed ninth grade programs in the Meriden public schools and wished to enter Wilcox Technical School; and also those youth that had completed the eighth grade and wished to enter the ninth grade exploratory program at the Wilcox Technical School on an all-day basis. Officials at the institution pointed out that the Wilcox Regional Technical School is in fact an institution operated by the state of Connecticut and responsible for serving all of the youth and adults in the region. Notwithstanding its

regional responsibilities, the school population at Wilcox Tech is made up of 56% Meriden residents. By way of further explanation, personnel at the school indicated that while 269 individuals had applied for admission to the school from the area, only 210 were accepted, largely because of the crowded nature of the present facilities. The school is quite evidently filling all possible work stations in the vocational departments, and providing as much exploratory experience as the faculty and the facilities will permit. Of the 210 who were accepted to the class to enter in September 1975, 114 were Meriden students; this will continue to raise some problems since many more Meriden youth have requested admission to the Wilcox Technical School.

3. The Wilcox Technical School administration was very much concerned with the lack of understanding evidenced by the Meriden high school personnel in adopting a rotating schedule of study periods at the high school. They reiterated their willingness to cooperate in every way possible to make the facilities and services of Wilcox Tech available to Meriden youth, but pointed out that the rotating schedule of periods at the high schools does not permit effective coordination with the high schools, and hence many youths are disappointed in their anticipated activities with Wilcox Tech. Some disappointment was expressed by personnel

at Wilcox Tech with the shortsightedness and unwillingness of high school faculty to make it possible for more youths to accept and become involved in activities at Wilcox Tech. They expressed the hope that as the coordination between the city system and the regional vocational school continued to develop, further steps may be taken that will enable those who wish to attend Wilcox Tech to do so, and that the best aspects of a rotating schedule system be retained for those who have no intentions of moving in the direction of exploration or even skilled craft training at Wilcox Tech.

4. The intent of the Wilcox Technical School to make its facilities available to the limit of its operating funds and facilities prompted the administrator to advocate a further extension of a "second shift" at the school. He recognized that the available funds to subsidize such an operation was a major consideration and that steps would have to be taken with the state of Connecticut to seek the means to reimburse the additional personnel needed in this connection. However, it was pointed out that at the close of school, normally at 3:00 PM, there was a period of time between 3:00 PM and 6:00 PM when the Wilcox Technical School could serve a vital purpose in providing vocational training for additional youths in the Meriden region. He recognized, however, that any arrangement

which provided approximately three hours of skilled craft training in the late afternoon would have to be accommodated by an adjusted high school schedule for the youths. The inadvisability of having youth attend high school throughout the day and then take three additional hours at the Wilcox Technical School for skilled craft training would militate against the successes of the program, he felt strongly. Thus, to the extent that coordination between the two educational agencies can be worked out, students may find it possible to arrive at the high school at about noon, and to then transfer their late afternoon activities to Wilcox Tech for the purpose of acquiring the practical training for a skilled craft. The Wilcox Technical School administrator felt strongly that with an arrangement such as this, and with financial support from the state of Connecticut, many more youths could be served, and that the advantage of the economy of the region would benefit.

5. The possibility that young people in the junior and senior years at the high school who are having difficulties might be provided with vocational training at Wilcox Tech was also considered. It was pointed out that many of these juniors and seniors are of the "late blooming" variety and to the extent that space in the shops and laboratories can be made available, Wilcox Technical School can in some respects act as a

"Service Center" for the high schools in the region. Again, this possibility was volunteered by the administrator of the Wilcox Technical School as a possibility, so long as the necessary funds to support the needed additional professional staff are provided by the state of Connecticut, and the possibilities for work stations exist in the shops and laboratories.

6. Searching for greater utilization of the state-operated Wilcox Regional Vocational-Technical School, the administrator at the institution indicated that where room in the evening is available, high school students may use the space and time to augment their high school education with vocational preparation. He pointed out that at the present time no indicated state support for regular supplementary trade training, usually offered in the Wilcox Technical School in the evening program starting in September, appears to be forthcoming. Cuts in state operating budgets have necessitated this step. However, he pointed out that should funds become available, or should the city of Meriden public school system cooperate to the extent that funds are in fact made available, students regularly enrolled in the public school system may have opportunities to engage in vocational training during their high school program. Wilcox Technical School personnel and the Director of Vocational

Education for the Meriden public schools will work on this matter during the coming summer and will seek a possible solution.

7. In connection with career exploration, Wilcox Technical School personnel volunteered the information that service clubs, employer associations and manufacturers' associations in the region have always indicated a high regard for vocational education provided at the Wilcox Technical School, and that the same kind of enthusiastic support has been indicated in connection with exploratory experiences. To the extent that the service clubs and the various associations in the region can take juniors for a day at a time, and to provide them with the broadest aspects of career information, arrangements should be sought and programs provided for Meriden youth. The hope was expressed that, properly organized and controlled by the Vocational Department of the Meriden Public Schools, great success could be predicted.
8. Wilcox Technical School personnel recognized the value of the Cooperative Work Experience program (CWE) in the Meriden public schools as operated under the supervision of the city Director of Vocational Education, and noted that a further extension of this program might also provide possibilities for youth in the Meriden public schools to secure either exploratory experiences or actual preparation for the job market.

To the extent that the personnel at Wilcox Technical School have the necessary time to cooperate with the public school system, the administrator of Wilcox Tech volunteered the services of the faculty.

9. A question concerning how best to make use of industries in the area to provide vocational training for many of the youth who have been reluctantly denied admission to Wilcox Tech was a matter of considerable discussion. The administrator of the technical school pointed out that provisions in federal legislation make it possible for employers to be subsidized in such training programs that have the approval of the agency under which the act providing funds has identified. Thus, in manpower training activities and in vocational acts, there are possibilities for subsidizing employers in the task of providing vocational training on a cooperative basis with the schools. Where this type of cooperative training is provided, industry is used as the laboratory part of the combination, with the classroom work conducted in the high schools or in the vocational-technical school. In any case, this was suggested as one of the means that should be carefully studied for the immediate future, since it would partially answer the problem of finding adequate training facilities for young people that had been encouraged through career education activities to seek occupational training in a particular field.

10. In the overall, the feeling of mutual concern for Meriden youth and for youth in the entire region served by Wilcox Technical School was evidenced in all of the discussions. It was the carefully enunciated policy of the Wilcox Technical School personnel to serve youth in the region as best its facilities and faculty could meet that responsibility. However, in the face of severely trimmed operating budgets, the Wilcox Technical School people seemed to feel that close working relations with the public schools would have to be made even closer in the next few years, in order to make the facilities of the two city high schools and the technical school work to the advantage of the youth in the area.

F. Other Facets of Career Education

Television and Its Use in the Career Education Program:

One of the very interesting aspects of the Career Education Program in the public schools is the extent to which closed circuit or cable television is being used to enrich and improve the program of career education. Called "Cable RAVE," with all of the schools in the city of Meriden tied into a cable television organized program, and with many of the schools in adjoining towns also connected to the program, excellent tapes are shown in the schools at times convenient for teachers and students. These tapes illustrate careers in a variety of clusters and bring to thousands of students some of the best aspects

of career orientation and career awareness. The Regional Audio-Visual Education activity which has produced "Cable RAVE" ties together five cities and towns and encompasses over 34,000 students. Centered in Meriden at the old Education Annex Building on Liberty Street, cable television is facilitated by excellent resources. Over 600 films are maintained in the Regional Audio-Visual Education library adjoining the television studio, and a full-time engineer-technician has been employed to maintain and to operate all of the equipment which sends programs into all of the schools that are hooked into the cable television project. The film library and its regional repair service, delivery and full-coverage of operation is a planned program which maintains resource materials and makes them available to the five cities and towns in the regional program. Because of the careful management of resources, and the manner in which the five cities and towns join and conduct the program, the actual figure for the operation amounts to somewhat less than $1.25 per year per student. This includes full repair service to the schools in the network, films from the library of 600 subjects, and assistance of a professional nature wherever needed.

In addition to the Regional AVE (Audio-Visual Education), the city of Meriden on its own maintains a full audio-visual education program complete with a library of 800 film subjects and all of the necessary professional, mechanical and electronic assistance to the schools.

The description of the activities of the program titled "Cable RAVE" indicated that in addition to some excellent tapes and some excellent materials developed and made available through the closed circuit television network, the possibilities of the cable television network for professional improvement of teachers was exhibited. With experts drawn from universities and the Area Cooperative Education Services (ACES), tapes have been produced in the studio in the Meriden quarters of "Cable RAVE" and these tapes have later been exhibited to teachers for their further edification and assistance in conducting career education activities. Still further, one of the very excellent displays of career education awareness which included a Career Education Project at one of the elementary schools was fully taped and later exhibited to all schools in the five-city and town network. The results of this tape has already made impact upon others in the region, with the expectation that a career education exposition in many of the other schools will be a facet of the continuing career education development in the Meriden public schools and in adjoining towns. Overall, it appeared clear that the full potential of the educational closed cirtuit television network had still to be realized, but that the projects that had been undertaken and had been carried through to completion had made a significant impact on the 34,000 school children in the five-town region, and even more so upon the

professional staff that was charged with administering to the career needs not only of the Meriden public school system, but also those in the surrounding towns.

The Advisory Committee:

A meeting was held with representatives of the Career and Vocational Education Advisory Committee. These individuals, members of the Meriden Chamber of Commerce Education Committee, and also members of the City of Meriden Career and Vocational Education Advisory Committee pointed out that career education was urgently needed throughout the public schools in Meriden, but that greater emphasis should be placed upon career exploration at the high school level. They regretted that career education "appeared to have been singled out for a special cut in the school budget," and trusted that this would be rectified soon. Because of the severe economic upheaval that the country is now faced with, they pointed out that industry could not be expected to support career education with dollars, but that industry was critically involved in careers and always had been, for youth in the public schools. The representatives of the group explained that they felt that the industrial community of Meriden was in strong support of the best elements of career education, largely because of "its tendency to lend relevancy to education." The more practical aspects of the world of work could be brought into the public school teaching activity, and the advantages of such a procedure would

yield benefits to both the students and the teachers. This, they believed, ought to be further promoted, particularly in the high schools. Since high school students make application directly to the industries in the area for employment either at the conclusion of their high school education or shortly thereafter, the members of the advisory committee felt that far greater emphasis should be placed upon the responsibilities of these individuals in employment and to employers. Greater emphasis upon favorable attitudes was pointed to as a need to be inculcated in future career education activities. When the matter of the transfer of career education supervision to the Director of Vocational Education was discussed, the members of the advisory committee urged that every effort be made not to confuse career education with vocational education. Both elements of education were noted as having admirable qualities, but as being quite different in intent, and in relationship to the teaching versus counseling activities.

The members of the advisory committee were in strong support of the excellent work being done by industrial arts departments in the two high schools, but indicated that the work that they were doing was in no way comparable with the work done at the regional Wilcox Vocational-Technical School. Advisory committee members urged that to the extent that funds could be made available, both the pre-vocational and vocational aspects of education

should be pursued with diligence, and that each should be expanded to provide more intelligently oriented young people on the one hand, and more highly trained skilled workers on the other.

IV SUMMARY OF MAJOR FINDINGS AND OBSERVATIONS

IV. SUMMARY OF MAJOR FINDINGS AND OBSERVATIONS

1. All of the aspects of career education that were outlined as tasks to be undertaken when the project was initially funded have been achieved. In most respects, the several tasks have been exceeded considerably, and evidences of each of the tasks are numerous in all of the schools in the public school system. Particularl emphasis upon the middle grades and ninth grade program produced exemplary results, and the total funding of the Career Education Project can be appropriately described as a good investment of the federal funds.

2. Much of what transpired in the middle grades and in the ninth grade program produced a catalytic effect upon the elementary schools and the high schools. As a result of this catalytic action, programs of career education supported by the Meriden Public School Board began operation in the elementary schools and also in the high schools. These efforts, continued under the strong leadership of the Career Education Director and the counselors in the public schools, brought about excellent results, particularly at the elementary school level. All of this appeared to be evidence of good use of federal dollars on a "seed money basis," resulting in extended activities and a degree of permanency in other levels of education in the school system.

3. The Board of Education in Meriden must sustain a considerable cut in its operating budget. In spite of the fact that a budget which would only maintain ongoing projects was submitted to the Board of Finance, a further cut was experienced, with the end result that career education was one of the casualties. Thus, direct supervision of career education, and the support of a well-carried through federal program cannot be part of the education program in Meriden for the ensuing year. Hope was expressed that with an upturn in the economy, many of the gains that had been achieved in the Career Education Program could be capitalized upon and the program further extended. However, for the time being, and in the face of economic difficulties, career education would no longer receive dollar support from the Meriden Board of Education.
4. Many teachers, guidance personnel, and others in the school system were dismayed with the cut of career education from the School Budget for 1975-76. They reflected the feeling that this could be understood to be another federal program that got underway in excellent manner, and then had to be halted because of lack of local support. Some elements of doom and gloom showed up in various quarters in the city administration, supervision, guidance and counseling and teaching staffs. However, most recognized that

the stringent economic cutbacks in the budgetary procedures for education were at the bottom of the entire matter, and that career education was a casualty because of its newness to the school system. Older and more established programs within the Meriden public schools were given preference in this particular budgeting period.

5. Teachers throughout the Meriden public school system reported that many of the gains that were experienced during the brief Career Education Project duration will certainly persist. They reported that many of the residual advantages in career guidance, awareness, orientation, hands-on experiences and also the advantages that have accrued to the instructional programs on the various levels will remain throughout the next several years.
6. Evidence was widespread that community support was being provided at a high level. This was evidenced by the membership of the Vocational and Career Education Advisory Committee testimony, by parent activity, by the extensive field trip arrangements, by transportation committees organized by parents, and a variety of other very evident advantages that had accrued to the schools through parents, employers and others.
7. The very evident strengths of the Career Education Project are in the middle schools and in the elementary schools. The high schools still have considerable work

that needs to be done if the full benefits of a Career Education Program are to be realized. Standing in the way of such development is the commitment of the high schools to their academically oriented program which directs young people into the colleges and universities, and also the impossible situations that are generated by virtue of a rotating class schedule arrangement. It appeared evident to the evaluator that the rotating schedule in operation in the high school is more nearly oriented toward convenience for the teacher than "service to the students." This will receive further attention in the coming year, it was reported.

8. Because of the nature of career education, excellent teacher-counselor rapport appeared to have developed in the middle schools and in the elementary schools. The values provided teachers in improving their instruction, and in infusing career education concepts into their academic instruction was pointed to as being one of the strong aspects in developing teacher-counselor rapport. Throughout the system, counselors credited teachers with being highly cooperative and in working constructively in the interest of the students and the student concern for careers. On the other hand, teachers credited counselors with being extremely helpful and valuable in providing them with materials, advice, workshops and other related activities.

9. Particularly in the high schools, but increasingly in the middle schools, there is evidence that something must be done soon to plan for a much broader vocational education program for the Meriden public schools. Since the regional vocational-technical school cannot possibly accept all of the youth that wish to enroll in programs preparing them for entrance into the work world, the public schools will have to take the responsibility of making the high schools fully comprehensive, thereby enabling all youth who wish to prepare for the world of work opportunities equal to their interests and demands. When the full impact of the energized Career Education Program in the elementary schools and middle schools is felt in the high schools, the large numbers of individuals who will require direct vocational preparation will cause the high schools to undergo some traumatic experiences. At the present time, almost all of the influences in the high school are in the direction of preparing individuals for entrance into "good colleges and universities." This will change, and the evidences of the need to change are already at hand.
10. Excellent relationships have been established with the administration and counseling staff at the H. C. Wilcox Regional Vocational-Technical School in Meriden. The technical school officials have evidenced their ability to meet some of the needs of the Meriden youth

with regard to vocational preparation, and have further evidenced their willingness to cooperate with the public school authorities in providing such assistance as exploratory experiences, special summer exploratory activities for youth, late afternoon classes, and even evening instruction of a vocational nature for Meriden youth. However, with a facility that has been expanded several times during the past several years, but with ever-increasing pressure from the region that it serves, the Wilcox Technical School appears to be severely crowded and unable to take on the responsibilities of providing vocational education for all who wish it.

11. The operation of the cable television programs entitled "Cable RAVE" and signifying the closed circuit television network established under the provisions of the Regional Audio-Visual Education activity, has been a signal success in the Meriden area. As the result of collective cooperation by the five towns in the region, Cable RAVE has evidenced excellent possibilities for career education information to the students, and for teacher education activities involving all of the teachers in Meriden and in the other four towns that are joined with Meriden in the regional activity. Teachers and students have shown great interest in Cable RAVE and have been attracted to it. In the closed circuit television network is inherent

much potential value and this should further be implemented during the period of hiatus during which severe cuts in the operating budget for the Meriden public schools will limit certain other aspects of career education.

12. The new administrative organizational structure, under which the Superintendent of Schools and a corps of five coordinators will conduct the supervisory/administrative responsibilities in connection with all education in the public school system, appears to be a pattern of organization that will continue to serve the best aspects of career education. With representation in the corps of administrative coordinators for elementary, secondary, and other aspects of public school education management and administration, the full impact of career education can be realized. During a period of severe economic trial, the corps of coordinators appears to be in an advantageous position to maintain the gains that have accrued to career education, and even to extend the influence of such a program into the future with little if any additional costs to the city school system.

13. The anticipated transfer of the coordination and supervision of the Career Education Program to the Director of Vocational Education for the public schools is causing considerable concern. Referred to in elementary school and middle school quarters as a confusing

step, and as one which will disillusion many students, parents and teachers with conflicting points of view being expressed, the feeling was that career education and vocational education should be maintained as completely separate activities. It was further pointed out by many that during the past three years, great efforts have been made on all levels to make it apparent that career education and vocational education are not synonymous, and should be regarded as viable influences on their own within public school education. Hope was expressed in a number of quarters that career education would not be transferred to the present Department of Vocational Education as a further responsibility of that department, but would be placed under the supervision of the corps of coordinators. Thus, both vocational education and career education would be kept separate in the minds of the professional educators in Meriden, and also in the minds of students, parents, community individuals and employers. Both vocational education and career education could prosper under such an arrangement, it was felt.

V RECOMMENDATIONS

V. RECOMMENDATIONS

The recommendations included herewith take into account a drastically changing environment with regard to the prospects of growth of Career Education in the Meriden public schools. With a severely trimmed educational budget for the public schools, it became evident that many of the recommendations that could be made with regard to further development of curriculum materials, teacher guides, television tapes, and other similar kinds of materials would have to be withheld, pending the time when adequate funds for career education could be provided. However, Career Education in the Meriden public schools has made remarkable advances, and many of the positive gains can be retained and appropriately adapted to the education programs of the future. Hence, the following recommendations reflect the foregoing concerns, yet provide a few reasonable steps at the present time for consideration by the Board of Education.

1. With the advent of the severely trimmed educational budget for the Meriden public schools, and with the withdrawal of full-time coordination for the Career Education Program by an individual who was responsible for this activity during the Career Education Project duration, it is urged that career education activity not be transferred to the Division of Vocational Education. Much work has been done during the past several years to recognize the contributions which both vocational education and career education can produce within the Meriden public school system. To effect a jointure of career education with vocational education would destroy the separation which

rightfully belongs to both of them. Since vocational education and career education are not and never have been synonymous, the confusion in the projected image of career education vis-a-vis vocational education would serve to destroy much of the gain that has been experienced in career education over the past several years.

2. Career education has always had its home and its thrust from within the guidance field. Hence, it is urged that whatever is done to provide further sustenance to the career education movement be done from within the guidance field. Possibly the establishment of a steering committee of guidance counselors drawn from the corps of 23 presently operating guidance counselors could be identified as the Steering and Consultatory Committee for Career Education. With the present coordinator returning to the guidance and counseling field in September 1975, efforts could be made to identify him as the chairman of the proposed steering committee. Further, the chairman could be given an afternoon or two each week to pursue the work of co-ordinating career education with the steering committee and throughout the city, in order to hold onto the gains that have been achieved, against the day when career education will again be supported through the budget of the Meriden public schools. During the hiatus, consultation by members of the steering committee could be provided teachers, principals, and the administration. All of this would show up as no additional cost in the city budget for education.

3. The elementary schools have made excellent headway in the matter of providing career education awareness, orientation and information to hundreds of young people in the lower grades. They have indicated that their steering committee of approximately six people will continue its work, even without additional funds made available from budgetary sources in the Meriden public schools. It would serve a real purpose if this career education steering committee for the elementary schools were to be made official and to have it report through the corps of coordinators that are one echelon below the Superintendent of Schools. Also, the steering committee of elementary school teachers and a counselor could be further expanded to include representation from all of the elementary schools, and also from SCIC (School Curriculum Improvement Committee).
4. Steps should be taken by the Board of Education through its corps of coordinators to study the possibilities that exist in the changing federal structure for funding. Efforts should be made to maintain frequent contact with members of congress, and certainly with the U. S. Office of Education, in order that Meriden will remain in the forefront of communities that make initial applications for federal funding of exemplary, experimental or regular ongoing programs. There is evidence in Washington no, and in the records of congressional actions, that Washington will shift away from the exemplary type of grant, and provide federal dollars for the maintenance and further

support of programs originally initiated with federal funds. If such a change occurs, then the Meriden Board of Education should be alert to such a change and attempt to secure funds for the maintenance of the Career Education Program which has had such an excellent start under the provision of funds made available from federal sources and through the State Department of Vocational Education.

5. A further possibility for funding may be included in other federal acts. Since career education is fundamentally a guidance function, and since many of the individuals who are directly connected with the career education are counselors in every sense of the word, the possibilities that exist within the vocational education acts for funding counselor training is a distinct possibility. This matter should be discussed in detail with members of the State Division of Vocational Education, and, where possible, requests should be made to be included in grants of money for the further development of counselors in the interest of expanding career education and providing counselor training for those individuals who participate in pre-vocational education.

6. The public schools in Meriden have now reached a critical point, and one that will become severely critical during the next few years. Having participated in a very successful career education enterprise, many hundreds of young people have evidenced interest and the wish to be included ultimately in vocational preparation. Since both

of the Meriden high schools are oriented toward preparation of graduates for colleges and universities, and with little if any opportunity for young people in Meriden to engage in vocational education other than that available to them at Lyman Hall High School in Wallingford, through co-operative experiences in distributive education and through enrollment at the Wilcox Regional Technical School, the pressure upon the high schools will continue to grow. A special study committee made up of individuals completely conversant with the vocational needs of a city school system should be organized and convened at the earliest possible moment. The committee should be concerned with the steps that may be needed in Meriden to make the two high schools fully comprehensive, in order to meet the needs of all students.

7. At the present time, both high schools in the city have begun a program entitled "Pre-Vocational Training." These programs that are concerned with meeting the needs of the slow learners, late bloomers, disadvantaged individuals and others have met the needs of only 23 students as a total. Making use of the industrial arts facilities, and with instruction provided by the industrial arts faculty in each high school, orientation, information and some hands-on experiences are provided these young people, in the hope that they may be prepared to take on low level and operator types of jobs upon graduation from high school. In a sense, this is vocational education for the

lower level types of jobs, and could understandably be supported by funds made available from the State Division of Vocational Education. Steps should be taken immediately to check these possibilities for funding, and to make the programs serve the needs of a much wider school population in both high schools. Discussions should be carried on with the State Division of Vocational Education at an early date, in order that information that pertains to the funding of the vocational program be elicited. For example, several of the industrial arts teachers are fully certifiable teachers of vocations, even though their full-time responsibility in their respective high schools is one of teaching industrial arts. With vocational certification, and with vocational targets as described above, the possibilities for state support of the program are distinct possibilities.

8. Wherever cooperative vocational education is conducted, and wherever field trips are carried out, the difficulties encountered vis-a-vis the rotating schedule conducted by the high school has become a problem. It is strongly recommended that the high schools, at this point in a rapidly developing vocational education climate building up from the middle schools, should examine carefully the effects of its rotating class schedule. A committee of middle school and high school teachers joining with career and vocational education personnel in the region should give the matter close study and thought. Where the rotating

schedule appears to get in the way of students engaging in career education activities or in vocational activities, it should be dispensed with. Based upon observations made during the three days of evaluation in Meriden, it is a recommendation that the rotating schedule be critically analyzed and subject to discontinuance. Further, to the extent that individualized instruction can be provided for students who plan to go into any of the career or vocational elements of the Meriden school program, that also should be provided. Clearly, adherence to the rotating schedule will discourage individualized instruction at a time when it is most needed.